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ABSTRACT

This report summarizes the activities of the 1969 Vocational Guidance Institute. Each activity lasted one week, the first being a language orientation week. Field activities filled the second week as participants toured plants, etc. During the third week each small group wrote and presented a paper on their experiences. This summary includes: (1) operational procedures of the institute; (2) a funds and operations flow chart; (3) a functional analysis; (4) a discussion of institute parties, values and relationships; (5) abstracts of student papers; (6) an evaluation and analysis on the institute; and (7) suggestions for future institutes. (KJ)

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ALBUQUERQUE HUMAN RESOURCES COUNCIL

Summary Report of the

Vocational Guidance Institute

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July 21 to August 8, 1969

Report prepared by

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Project Director

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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1969

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I wish to express my appreciation for the efforts by so many people in making this summary report possible. Mr. Fred Leckman, Chairman of the Human Resources Council, Mr. Charles Romero of the Civil Service Commission, Mr. Chet Bilake of the Public Service Company, Mr. Grier Gould of the Mountain States Telephone, Mr. Joe Cummings of the First National Bank and Mr. Monty Johnston of the Corps of Engineers, were invaluable for their work in the program planning for this Institute. They, as did many other members, expended much time and energy towards pulling together the resources necessary for this report. The Plans for Progress Companies through their representatives have been most helpful in providing necessary information and assistance to the writer. The participants themselves have spent time beyond the Institute towards the efforts of making the summary a most realistic possibility. My deepest appreciation for the assistance and tolerance of my secretary, Mrs. Angelina Valdez, who made possible a finished report for this publication. Mr. Weldon Perrin, Director of the Vocational Education Division and the services of Mr. James West were most helpful in reaching the final substance for a report that should have statewide significance.

FOREWORD

Albuquerque area educators and local Human Resource companies contributed significantly to the success of the 1969 Vocational Guidance Institute. This report is a summary of the activities of that Institute and serves as a record of the fruitful interchange which took place from July 21 to August 8 among education, government and industry. It is hoped that the results of the Institute will provide the incentive for a continuation of this type of program.

Without detracting from the importance of counseling and guidance activities for the average and above average youth, the consensus of the 1969 Institute administrators, students and resource people was that the most critical educational and economic problems are with the high school dropouts, the unskilled, those with low average or retarded ability, the less dependable, the less attractive personalities and those with some language, racial or cultural handicaps, to use Dr. Alsup's language. At this point one should have a precise figure telling us the number of young people we are referring to as disadvantaged. When human values are involved, quantitative analysis has a way of being off target. For whatever the numbers are worth, the Statistical Abstract of the United States tells us that in 1968 in the age group from 16-21, there were 1,135,000 school dropouts not in the labor force and 1,692,000 school dropouts in the labor force.[1] It is interesting to note that more than half of the school dropouts are a part of the labor force which is a good reason for believing that dropouts are employable.

[1]Statistical Abstract of the United States, 1969, Table 158.

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INTRODUCTION

We have been rather conservative in titling our project "A Vocational Guidance Institute" when in reality our undertaking has been an exciting community experience and experiment in communications, education, organization and interchange of values with the dual objectives of discovery and improvement in individual and institutional relationships. There were some thirty organizations and over one hundred individuals involved in the enterprise. The creative urge or what the psychologists call drive, came from the Albuquerque Human Resources Council. The Plans for Progress employers of the area ran interference and provided the field for the field trips. The University of New Mexico contributed the classroom facilities and the academic standing and credit which programs of this kind must have to be effective. The thirty students came from eighteen different communities. The assistance of the Vocational Education Division of the State Department of Education made the project statewide in practice as well as in theory. The direct contact with the disadvantaged was arranged by the Neighborhood Youth Corps. As one might expect, an activity such as the Institute involving education, welfare and, not too indirectly, health enjoyed the support of the U.S. Department of Health, Education and Welfare.

Only if local educators can become more aware of the skills and knowledge necessary to fill available but ever-changing job classifications will they be able to provide more positive development of local students through the school curriculum and through counseling. To do this job, guidance counselors, teachers and administrators must exchange information with local business and industry and with government agencies. The Vocational Guidance Institute has from the outset placed emphasis upon this mutual interchange.

The operation of the Institute illustrates what we mean by saying poverty and lack of opportunity for the marginal and submarginal human lives is a social problem. The problem belongs to us all, partially because as individual citizens we bear a part of the responsibility for resolving the problem for the reason that we cannot escape from the consequences of no solution. One of the significant products of the Institute is the experience gained by all the contributing persons in the planning and management of the project. Perhaps these experiences in social administration are of equal importance to the more purely informational values.

We are all inclined to have our own individual solutions to the problems of those on the lower end of our measuring scales and are very much surprised and sometimes disturbed to discover that our solution is unique in that no one agrees with us. It may be that our individual solutions are not so bad, but rather that social problems can be resolved only by society and not by individuals. Any good teacher soon learns that the learning process is in the nature of a multiple interchange of values rather than a unilateral dictation.

How well do we understand the causes of minority group unrest and what constitutes the basic elements of justice? Without knowing the causes of minority group dissent and the masonry of justice, how can we treat the problem of minority turmoil? Because of the uncertainties involved and the lack of a recognized body of scientific thought the Institute has been guided by the following concepts of construction and operation:

1. To establish a broad participating base.
2. To be action-oriented.
3. To be guided by vocational interests.
4. To try constantly to improve communications.
5. To promote a sustained effort rather than a spasmodic one.

Since the problem involves many values, forces and factions, the participation in the solution must likewise be broad. Being action-oriented

in no way downgrades the importance of literature in the field, but is a concession to the belief that in a short period more people can be reached with a greater impact by activities in the field than could be reached by the library. The administrative problem is to discover the most effective use of limited time and resources. To create a situation that would pit a textbook solution against a field solution would be futile and tragic.

What is the solution to the equal job rights problem facing the building trades and the minority groups? The answer is that the solution will have to come from all of the interested parties and not from higher authority nor from the most powerful faction. The two basic ingredients are people and jobs and the simple question without a simple answer is who gets what job for how long? The more jobs there are available, the easier it is to resolve the distribution of jobs problem. The importance of jobs in finding a solution to the equal employment opportunity problem accounts for the vocational orientation of the Institute. Unemployment festers social issues while the availability of suitable employment provides an economic base for finding solutions.

The relationship problems of conflicting groups do not lend themselves to a quick wax job but require constant maintenance and attention because the problems are framed in a constantly changing environment.

The great issue of the time is to learn to live and work together. The issue is very simple--we either learn to live and work together or we perish. The only thing we do not know is the formula for perishing.

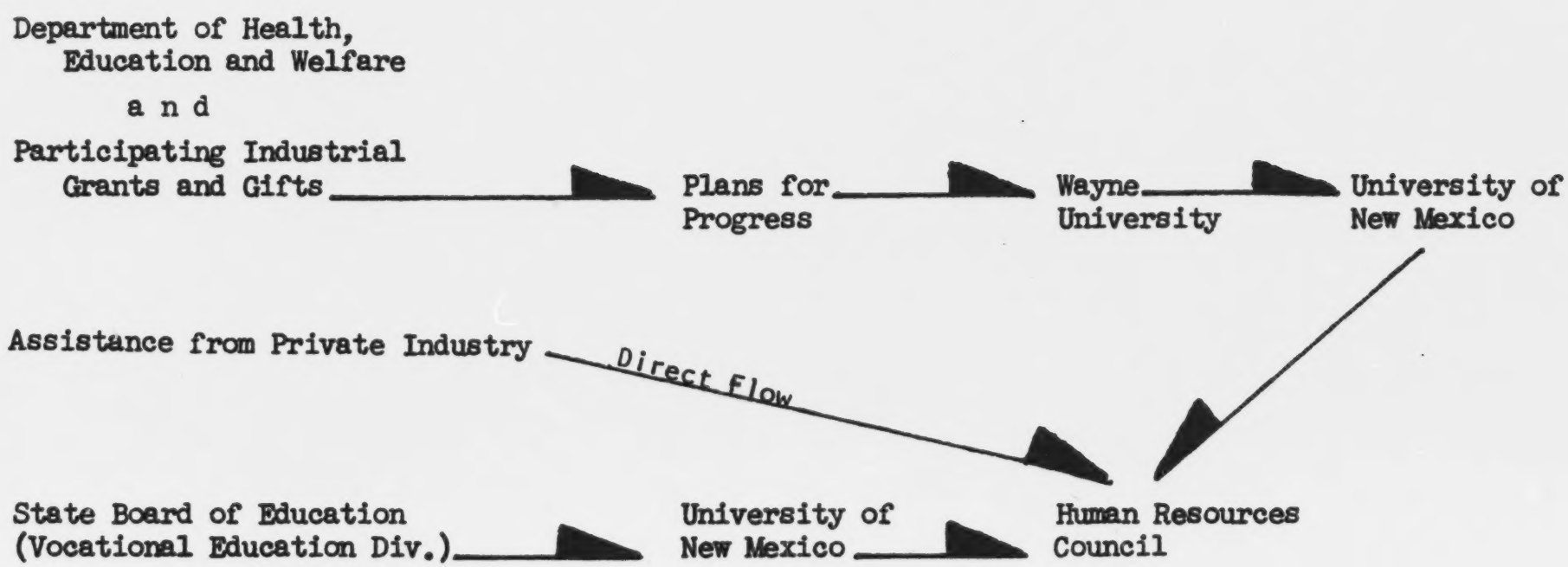
OPERATIONAL PROCEDURES OF THE INSTITUTE

The hour by hour program schedule is found in the Appendix. In much more general and explanatory language, the three different kinds of activities had a calendar division of the first, second and third weeks' work for hopefully logical reasons. The first week was devoted to what we call in country language getting acquainted or in more sophisticated language orientation week. The students, being community leaders, need a little time to assume the stance for absorbing information and ideas of others. Furthermore, the process of adjusting to one another in preparation for working in teams during the second and third weeks requires a little time. There were some ten presentations made by professionals and other resource personnel. The students met with small groups of Albuquerque underprivileged to get the feel of vocational counselor and client relationship.

As the detailed schedule indicates, the second week was devoted to field activities. Tours of plants and other employing institutions constituted the principal field activity. The students were divided into six separate groups of five each. Each group had the experience of visiting four, five or six different types of operation. For example, Group V were guests of Sandia Corporation, Bureau of Indian Affairs, Atomic Energy Commission, University of New Mexico, Kirtland Air Force Base and Sparton.

After investigating at first hand on-the-job situations, the students returned to the classroom for the third week of work. During the first three days of the third week, each group prepared a joint paper. The preparation of the papers was punctuated by lectures and discussions. The final two days were given over to the presentation and discussion of the six papers.

A FUNDS AND OPERATIONS FLOW CHART



This chart is a demonstration of the art and science of coordination of the activities of several organizations in what is sometimes called a joint venture. In this case, the Institute was the joint venture. The three basic functions of generation and flow of funds, the generation and flow of knowledge and of management or administration were brought to bear in the production of the Institute.

A FUNCTIONAL ANALYSIS

Excluding the work done by the managers of the Institute, a functional analysis of the 1969 Institute can be made in terms of values and relationships as illustrated by Outline A. The principal value would seem to be advancements in the techniques and procedures for relating the education and training of young people to employment which is generally subsequent to the education and training. Intelligent employment of human resources is an important facet of living, national security and the general welfare. The Institute, according to Outline A, first brings together the parties involved, then arranges for what we think are effective interchanges of understanding and information resulting in learning and discovery.

Vocational guidance is concerned with the operations of a most complex and dynamic human resources market place. The necessity for professional vocational guidance will become more apparent as techno-science places more demands on the market for increased human skills and talents. Dr. Al Bettina in his scholarly paper points out:

1. The necessity of having counselors well trained and experienced in labor market occupations.

2. That recent research has shown that the vocational students are the least likely to have had the benefit of professional counseling.

3. The task of vocational counseling in all of its aspects and the dynamics of the occupational market place challenge all educational institutions involved in training vocational guidance personnel.[1]

The growing significance of the guidance-counseling function to society is underlined by recommendation 9 of the Final Report for New Mexico of an eight-state project titled, "Designing Education for the Future", New

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[1]Vocational-Technical Education in New Mexico, Dr. Al Bettina, Feb. 1968. Dr. Bettina's paper was prepared for the New Mexico Research Coordinating Unit and the New Mexico Advisory Committee on "Designing Education for the Future".

Mexico State Department of Education, Santa Fe, New Mexico, June 1969. Recommendation 9 on page 14 of the Report reads, "Make guidance and counseling services available to each student at every age level at a ratio not more than 250 students per certified pupil personnel specialist."

The problem in broad terms that counseling and guidance is attacking is that of individual persons breaking out of the circular band of poverty and depression. The causes of depression are passed on from generation to generation. This succession of poverty probably follows a declining curve. Once the circular band is broken by a young person who produces more than he or she consumes, the band is broken and the curve inclines generating productivity rather than more poverty.

INSTITUTE

PARTIES, VALUES AND RELATIONSHIPS

Parties	Relationship Mechanics	Results
Employing Institutions	Group Sessions	Learning
Institute Students		Discovery
Neighborhood Youth Corps	Meetings with Neighborhood Youth Corps	Interchange of Understanding and Information
Resource Personnel	Plant Visits	

(Outline A)

ABSTRACTS OF STUDENT PAPERS

In the interests of economy, we decided to abstract the papers written by each team of students rather than to print the papers as they were prepared. Our apologies to any of the authors who may detect changes of emphasis or even changes in meaning found in the abstracts. Whatever changes there might be are, of course, unintentional.

A Proposed Vocational Information Unit for Grades 6-12

Team I: Jacob Olivas, Captain
Frances Adams
Louis Buenabenta
John Garrison
Martha Gurule

After expressing the equality-of-opportunity philosophy of education, outlining the objectives of a course dealing with occupations and mentioning teaching procedures, the course subject matter is discussed. The proposed subject matter would deal with the nature of employment, the planning of careers and the relationships of employees to jobs and jobs to communities. The activities of the course would include organizing a Career Day or a series of Career Conferences, making occupational surveys and making other labor market studies. A bibliography is also included in the report.

A Counselor's Presentation of a Model Plan to the Elementary School Principal for Vocational Development

Team II: Louis E. Casaus, Captain
Tom Baca
Janie Gregg
Sue Robins
Tom Tenorio

This paper presents the educational and value philosophy and other evidence in support of a plan for vocational training introduced in the first grade and continued through the sixth grade. The thesis is that the

concept of earning a living by some kind of enterprise should be synthesized with more academic subject matter, so that we can "step into a job," as it were, rather than bridging the gap between learning and working. The general objective is to provide elementary school children with a basic understanding of and orientation with the world of work using live models of craftsmen, service men and professionals performing in the community. Procedures for evaluating a program of this kind are discussed in considerable detail.

A Vocational Guidance Program

Team III: Roy Phillips, Captain
Lena Castillo
Wayne Hubbard
Wanda Perry
Manuel Toledo

After pointing out the inadequacies of current vocational guidance programs, this group outlines in considerable detail, including time schedules, a comprehensive action program from the first grade to graduation. The chronological divisions of the proposed program are elementary, a prevocational program (Junior High) and a high school program. The suggested activities for the elementary grades are based on a belief that the Why? question period in the growth of children is the best time to explain basic labor economics of "who works for what reasons." The prevocational program is designed to prepare students with the techniques for entering the world of work, with the actual entering procedures left for the high school program. The overall program is based on the philosophy of involving as many people as possible, all engaged in some kind of communications or other activity focused on vocational guidance.

Occupational Self-Concepts

Team IV: George T. Coffey, Captain
Manuel Baca
Peggy Jojola
Ann Rada
Steven Tomljanovich

The development of occupational self-concepts within adolescents is the subject selected by Group IV. It is important that teachers and counselors help young people develop occupational values in the same way that young people grow socially and psychologically. Field trips, outside speakers including occupational models, personal interviews and the development of occupational guidance centers were evaluated in terms of how each could best contribute to young people adjusting to the world of work.

Proposed Plan for A Vocational Guidance Program

Team V: Wilfred Dilley, Captain
Gracia Class
Jerry T. Long
Polo Sena
Ricardo M. Vigil

This proposal is characterized by the directness of the approach. Students are to be assembled according to interest groups and the job of finding the right kind of employment for an individual person is analyzed. Specific problems are dealt with by furnishing information such as when and where tests and examinations are being given. Training is given in the preparation of resumes and the best ways of providing recommendations. Films and outside speakers are used. Vocational guidance is approached as being the problem of how best to secure the most appropriate employment for all the clients. Students are asked to fill out a form called Post High School Plans. The form requests information regarding interests and activities of the graduating person.

Design for A School Year Project in Vocational Counseling

Team VI: M.E. Fairchilds, Captain
Russell Bowren
Marin Mier
Michael Rivers
Ana Weaver

First, this group distinguishes guidance from counseling in that guidance is basically information giving, while counseling is primarily concerned with the students and student feelings about themselves and about work. One of the objectives is to get the student to verbalize his feelings about himself and about the world. It is felt that the process of making appropriate occupational choices is greatly enhanced by sharpening the student's communications skill. This awareness program would start at the ninth grade and gradually work toward including more vocational data.

Some Concluding Remarks Concerning the Abstracts of Student Papers

The thinking expressed in the student papers is rather good proof of the achievements of the Institute. As a group after participating in some two and a half weeks of Institute activities the students discovered a variety of issues which are presented and analyzed in the six separate papers. The issues are:

1. At what place in the educational process can vocational training be most effective?

2. Should the emphasis be on preparing the client intellectually to make his own vocational decisions, or should the emphasis be on supplying the client with much factual information and probably just a little outside judgment?

3. The papers came rather close to a breakthrough on the purely educational aspects of working from occupations back to the more orthodox organization of subject matter.

4. The papers express no arbitrary thinking which indicates that the students are not in search of final "yes" or "no" answers.

EVALUATION AND ANALYSIS

It is never easy to make an accurate evaluation of a program such as our Vocational Guidance Institute, partly because of our rather limited measuring tools. Having been directly involved in the project makes it a bit difficult to separate out the pride and self interest from complete objectivity. It is neither fair to downgrade nor to upgrade our efforts. How do we evaluate our own children?

Despite the difficulties of making appraisals, appraisals cannot be avoided. Vocational guidance has been accepted as one of our less glamorous, almost routine procedures in education. However, vocational and job training jumps with importance when put in the context of permissiveness and revolutionary behavior as related to a technological and industrial society that demands cooperation and understanding in order to bring together the activities of many specialists. Each job must be coordinated with other jobs. Jobs provide a kind of social stability furnished by no other economic factor. Our society is held together by the integration of jobs.

One has the feeling of standing in the midst of a battleground surrounded by the bits and parts of shattered values and grave relationship uncertainties and imbalances. Our Vocational Guidance Institute represents an educational and research approach which is always available and may be the most feasible approach when the problem is to assemble order out of disorder. What else can one do but study and reflect when surrounded by the turmoil of conflicting groups and quarreling individuals?

One also has the feeling that grass roots programs directly involving the people as well as the establishments have special merit when dealing with such sensitive areas as equal employment opportunity. After all, if the people on the jobs have a mutual understanding when the conflict has to do with race or religion, the problem cannot be too acute.

Student Comments

The following summary of the comments of students regarding the field trips is one measure of the effectiveness of the Institute:

1. The students were impressed by the professional presentations and the planning that went into the conduct of the tours. There was some thinking to the effect that more opportunity to sit down and talk with the rank and file employee would add some depth to the plant visits.

2. The special attention given minority group marginal people by industry and by government was recognized but at the same time some students thought that still more attention could be given to the underprivileged.

3. Several students showed some sensitive insights when they pointed out that one employer worked with his employees at the "feeling level" and that the case of the school dropout is far from being solved.

4. A quick look at the many job categories in industry and government gave some counselors the feeling that they (the counselors) were less than well prepared in terms of job knowledge to discharge the guidance function with distinction.

5. The students saw in the world of work both idealism and pragmatism.

Employers' Statements of Objectives

The Institute's administration is grateful for the generous responses to our request that Plans for Progress employers furnish a statement of the values and objectives derived from having served as hosts to the visiting Institute students. As we did with student papers, the employer papers were reviewed, analyzed and summarized collectively rather than being copied as individual papers. A review of the employers' papers follows.

Partly because the cooperating employers request a wide range of activities--private and public service, manufacturing and research--but mostly because of the knowledge, understanding and interest in the project the objectives and subjects listed by employers constitute almost a

glossary in the field of industrial relations. Let me give you a partial list of the employer objectives:

1. Social awareness.
2. To provide equal opportunity information.
3. To make available to counselors more first-hand job information.
4. To effect interviews with rank and file employees.
5. To acquaint students with apprenticeship programs, company personnel policies, employee grade levels, wage and salary structures, training programs, employee bidding procedures and promotions.
6. To observe jobs in operation.
7. A free exchange of ideas between our people and the students.
8. Explain the special programs for employing the "submarginal people."
9. Special attention given to the training of technicians who support the work of professionals.
10. To impress on students the value and necessity for continuous training and education.
11. Establish rapport with counselors.
12. Provide counselors with labor market information.
13. Offer the services of our people for career days or for other vocational guidance meetings.
14. Explain to the students how one goes about finding employment with the government.

In these days of confused values and unfortunate and perhaps useless human relations conflict, the employers' objectives backed by material implementation are most encouraging. Thanks.

Some Questions

A reflective review of the 1969 Institute generates the following questions:

1. Should the Institute be more research oriented? The Institute students were certainly capable of doing creditable investigations. There is so much we do not know about vocational guidance.

2. Should a substantial part of the time be devoted to writing job descriptions? The students could be distributed among the various participating employers for the purpose of writing job descriptions.

3. Should more attention be given to examining the economics, technology and general working conditions that surround specific job categories?

4. Is more or less accomplished by the live-in experiences of the 1968 Institute as compared with the 1969 group conferences with the Neighborhood Youth Corps?

5. Is too much attention or perhaps not enough attention being given to the subcultural groups?

6. Should more study be made of the wage and salary structures that surround the various job categories?

7. Is it possible that vocational guidance could be used as a mechanism in designing jobs? There probably is a largely unexplored area of job design. We have long talked about fitting people to jobs, why not talk about desiging jobs for people?

8. Could more use be made of U.S.E.S and of apprenticeship training programs?

How Big is the Job?

The meaning and significance of vocational guidance to individual young people, to internal social stability and to the general welfare can be determined only by what happens from this point in time to some other point of time in the future. To overstate the case or to understate the case for vocational guidance serves no purpose.

One view in regard to the importance of vocational guidance is that there is no need to assist and advise young people in their respective searches for a satisfying career. It is said that any intelligent youth should be free to make his own decisions in preparing for his world of work. According to this view, the independent decision-making of students builds individualism and improves one's ability to assume responsibility. Any other approach to learning and work would be regarded as pampering of youth. In the relatively simple agricultural society of history this strictly laissez-faire employment doctrine had some merit.

Our industrial society of today is not simple but very complex and dynamic. Thousands of different kinds of jobs account for some seventy percent of our national income. The technological revolution eliminates some jobs, creates other jobs and changes the content of almost all jobs. Programmers were born of computers, and radiation monitors were created by nuclear energy. The steady increase in population means that there are more people to train and to employ. A substantial increase in the number of persons in the 20-39 age group and somewhat fewer in the 40-54 age group during the 1970's will weight the mix of experienced personnel to recruits in favor of recruits, which will increase the demand for training.[1]

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[1] Construction Equipment, September 1969.

All of the indicators point to more and more innovations in production methods, which in turn call for more education and training. If it is feasible to contend that the uncertainties in employment and in the ways of working contribute to social unrest, it should also be feasible to argue that improvements in training and placement should have a stabilizing effect on our social institutions.

It seems clear that we are dealing with a process and not with the separate several functions of education, counseling, guidance and employment. The relationships of education, guidance and employment are so intimate as to make separation arbitrary and capricious. The dynamics of technology tells us that compartmentalized thinking belongs to the bloomer and sunbonnet age.

The scope of changes in job content suggests the possibility of training for a family of jobs rather than training for specific jobs. The skills of flexibility and the ability to adjust to new employment situations may be quite as important as is expertise in the specifics of job performance.

Is There a Jurisdictional Question?

It would be a pity for the function of bridging the wide and often deep canyon separating the preparation for work and the performance of work to get hung up over a question of conflicting jurisdictions. Some say the function of education should end when the student walks through the door of the schoolhouse as a graduate. On the other hand, there are many employers who lean on the educational institutions for keeping the educational function in tune with the employing establishment at many educational levels. A reasonable view is that the vocational guidance function on both sides of the canyon can best be carried out by a joint effort of education and the world of work. Jurisdictional disputes are understandable but not easy to defend. What is more depressing than two or perhaps three fielders colliding? As has been said, we are dealing with a process of intimately related functions and we might add compromises. There probably is no perfectly trained person for any specific job, despite the one-best-way philosophy of industrial engineering, because we are concerned with a complex set of variables. About the time educators think they have developed a perfect curriculum for a specific kind of employment, the nature of the employment is likely to change.

A GLANCE DOWN THE ROAD

Plans for Progress and the National Alliance of Businessmen are combining into a single organization. The organization will continue to be known as the National Alliance of Businessmen (NAB). It will include, on a greatly expanded basis, all the Plans for Progress (PfP) programs and will be structured to accommodate new activities in the equal-employment field.

With the four Institutes of the past four years serving as a laboratory, we can find little reason for recommending major deviations from the 1969 model of four fronts consisting of work in the field, meeting and mingling with the underprivileged clients, reflective interchange of ideas and information among all of the parties involved and the preparation and presentation of Institute papers.

This basic design for the institute has proven in the past to be effective in bringing people together on the goals established by the Institute.

My recommendations in preparation for future institutes are as follows:

1. The development of a working guideline based upon applied principles and actions that have proven to be most effective in the previous four institutes. This guideline should be available for the basic use of establishing other institutes within the state and possibly within the area of the Southwest.

2. The continued support by the appropriate business and industrial functions within the Albuquerque area for providing contacts and consulting help to establish institutes in other areas of this state.

3. Design ways of providing seed monies for the support and implementation of vocational development programs motivated under the sponsorship of Human Resources Council programs, specifically the Vocational Guidance Institute.

4. With the 150 participants who have now had the experience of going through a vocational guidance institute, a cadre of professional services has been developed. These services can be further promoted

through a follow-up workshop designed to be more advanced in its basic approach of vocational development among the deprived populations.

5. The broadening of the scope of the participation by including more of the professional helping services involved in the direct implementation of programs for vocational development. Such services as public health nurses, social workers, employment personnel and probation officers as well as school counselors and administrators should be considered.

Bob Patten

Dr. Bob Patten
Project Director

APPENDIX A

Plans for Progress and the Companies and Their Representatives Participating in the 1969 Albuquerque Vocational Guidance Institute

Participating Companies and Their Representatives

Albuquerque National Bank 123 Central Avenue, NW Albuquerque 87101	Betty Vortman Tel. 765-2211 - Ext. 406
Atomic Energy Commission AEC Albuquerque Operations Sandia Base 87115	Judson Ford Tel. 247-7247
BIA Data Center Room 6403, Federal Bldg. 500 Gold, SW Albuquerque 87101	Carol McMullin Tel. 843-2926
Corps of Engineers Room 8321, Federal Bldg. 517 Gold, SW Albuquerque 87101	Monty Johnston Tel. 843-2686
E.G.&G. P.O. Box 8346 Albuquerque 87108	Dave Gard Tel. 842-4000
Eidal Manufacturing 250 Woodward Road, SE Albuquerque	S.J. Woodin Tel. 243-1341
Forest Service Room 6428, Federal Bldg. 517 Gold, SW Albuquerque 87101	Milt Ray Tel. 843-2411
Gulton Industries 15000 Central Avenue, SE Albuquerque 87112	Bill Carpenter Tel. 299-7601
Humble Oil Company P.O. Box 8637 Albuquerque 87108	Dave Lunceford Tel. 268-6756
Kirtland AFB Albuquerque 87117	Mrs. Louise Williams Tel. 247-1711 - Ext. 2400
Mountain States Telephone P.O. Box 1355 625 Silver SW Albuquerque 87103	Grier B. Gould Tel. 765-6603
Public Service Company 414 Silver SW Albuquerque 87101	Chet Bilake Tel. 842-1331 - Ext. 331

Sandia Base Albuquerque 87115	H.W. Pepin Tel. 264-4728
Sandia Corporation P.O. Box 5800 Albuquerque 87115	Noble Johnson Tel. 264-4250
Shell Oil Company Ciniza Refinery Wingate Star Route Gallup 87301	C.B. Phillips Tel. 722-3833 Gallup
Sparton Electronics 9621 Coors Blvd, NW Albuquerque 87114	Ray Bernard Tel. 898-1150
University of New Mexico Albuquerque 87106	Lawrence Yehle Tel. 277-4801
VA Hospital 2100 Ridgecrest Dr., SE Albuquerque 87108	Charles Still Tel. 255-1611 - Ext. 255

APPENDIX B

Albuquerque Human Resources Council Officers

and

Members of the Advisory Board

Albuquerque Human Resources Council Officers
and
Members of the Advisory Board

Fredrick A. Leckman, Chairman	Sandia Corporation P.O. Box 5800 Div. 3254 Albuquerque, N.M. 87115 PH: 264-4250
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Vince Downs, Member	General Electric Company P.O. Box 2068 Albuquerque, New Mexico 87103 PH: 243-8881, Ext. 215

APPENDIX C

Program Schedule

Program Schedule

Vocational Guidance Institute

July 21 through July 25, 1969

-WEEK I-

MONDAY, July 21 (Kiva Room)

9:00 - 9:15	Welcome - Dr. Bob Patten, Director
9:15 - 9:30	Mr. Harry Wugalter, Chief, Public School Finance Division for Governor David Cargo
9:30 - 10:15	"Education's Stake in Business" - Richard E. Lawrence, Dean, School of Education, University of New Mexico
10:15 - 10:45	Questions and Answers
	----Coffee Break----
10:45 - 11:30	"Dynamic Changes in Business" - Lt. Col. Daniel Ludwig
11:30 - 12:00	Questions and Answers
12:00 - 1:15	----Lunch----
1:30 - 3:30	Seminar - Dr. Rea Alsup (Room 201 - Educ. Bldg.)

TUESDAY, July 22 (Room 201)

9:00 - 10:00	Mr. Richard Marshall, Plans for Progress
10:30 - 12:00	Dr. Rea Alsup
1:30 - 4:30	Seminar Groups - Dr. Zick, Dr. Bernadoni, Mr. Lucero

WEDNESDAY, July 23 (Room 201)

9:00 - 12:00	Field Confrontation - Dr. Alsup
1:30 - 4:30	Seminar Groups - Dr. Zick, Dr. Bernadoni, Mr. Lucero

THURSDAY, July 24 (Room 201)

9:00 - 12:00	Field Confrontation - Dr. Alsup
1:30 - 4:30	Seminar Groups - Dr. Zick, Dr. Bernadoni, Mr. Lucero

FRIDAY, July 25 (Room 201)

9:00 - 12:00	Field Confrontation - Dr. Alsup
1:30 - 4:30	Seminar Groups - Dr. Zick, Dr. Bernadoni, Mr. Lucero

Vocational Guidance Institute

July 28 through August 1, 1969

-WEEK II-

		Monday July 28	Tuesday July 29	Wednesday July 30	Thursday July 31	Friday Aug. 1
Group #1	am		Public Svc	AEC	Corps Engr	Forest Svc
	pm		Public Svc	-	BIA Data Ctr	-
Group #2	am		Sandia Corp	Sandia Corp	VA Hosp	Gulton
	pm	Meeting	Sandia Corp	-	Kirtland AFB	-
Group #3	am	with	MST	UNM	EG&G	Sparton
	pm		MST	-	EG&G	-
Group #4	am	Business	Forest Svc	Kirtland AFB	Sandia Base	BIA Data Ctr
	pm	Contacts	Corps Engr	-	Eidal Manu	-
Group #5	am		UNM	Sparton	BIA Data Ctr	Kirtland AFB
	pm		AEC	-	Sandia Base	-
Group #6	am		ANB	Humble Oil	Shell Oil Ciniza -10:30	VA Hosp
	pm		ANB	-	Shell Oil	-

Note:

All Field Trips will begin at 8:30 am and at 1:30 pm on days scheduled unless otherwise specified.

Vocational Guidance Institute

August 4 through August 8, 1969

-WEEK III-

MONDAY, August 4 (Room 201)

9:00 - 9:45	"The Makeup of the Federal Work Force and the Role of the Civil Service Commission" - Mr. Jim DeArmond, Personnel Officer, Bureau of Reclamation
9:45 - 10:00	Questions and Answers
10:00 - 10:15	----Coffee Break----
10:20 - 12:00	Mr. Louis Saavedra, Principal TV-I
12:00 - 1:15	----Lunch----
1:30 - 4:30	Seminar - Dr. Alsup

TUESDAY, August 5 (Room 201)

9:00 - 9:45	"World of Engineering" - Mr. Gordon Walhood
9:45 - 10:00	Questions and Answers
10:00 - 10:15	----Coffee Break----
10:20 - 12:00	Discussion - Dr. Alsup
12:00 - 1:15	----Lunch----
1:30 - 4:30	Seminar - Dr. Alsup

WEDNESDAY, August 6 (Room 201)

9:00 - 10:45	Dr. Alsup
11:00	Leave for luncheon meeting (Place to be announced)
12:00 - 12:45	Luncheon
12:45 - 1:30	Mr. Dick Bowen - Speaker
1:30 - 3:00	Informal Meetings

THURSDAY, August 7 (Room 201)

-ALL DAY- WORKSHOP - Dr. Alsup

FRIDAY, August 8 (Room 201)

-ALL DAY- WORKSHOP - Dr. Alsup

APPENDIX D

List of Enrollees

List of Enrollees

1. ADAMS, Frances
   Counselor
   Rio Grande High School
   Albuquerque, New Mexico

2. BACA, Manuel
   Social Worker-Counselor
   E. Las Vegas Junior High
   Las Vegas, New Mexico

3. BACA, Tom
   Caseworker
   Rio Arriba County Welfare Office
   Espanola, New Mexico

4. BOWREN, Russell
   Counselor
   Zuni High
   Zuni, New Mexico

5. BUENABENTA, Louis
   Counselor
   Santo Domingo Elem. and Jr. High
   Bernalillo, New Mexico

6. CASAUS, Louis E.
   Coordinator of Guidance Services
   Bernalillo Schools
   Bernalillo, New Mexico

7. CASTILLO, Lena
   Counselor
   Deming High School
   Deming, New Mexico

8. CLASS, Gracia
   Caseworker
   Bernalillo County Welfare Office
   Albuquerque, New Mexico

9. COFFEY, George T.
   Counselor
   Coronado High School
   Gallina, New Mexico

10. DILLEY, Wilfred
    Counselor
    Shiprock High School
    Shiprock, New Mexico

11. FAIRCHILDS, M.E.
    Counselor
    Gallup High School
    Gallup, New Mexico

12. GARRISON, John
    Visiting Counselor
    Harrison Junior High
    Albuquerque, New Mexico

13. GREGG, Janie
    Acting Head Teacher
    Girls' Welfare Home
    Albuquerque, New Mexico

14. GURULE, Martha
    Caseworker
    San Miguel County Welfare Office
    Las Vegas, New Mexico

15. HUBBARD, Wayne E.
    Counselor
    Gallup High School
    Gallup, New Mexico

16. JOJOLA, Peggy
    Counselor
    Sandia High School
    Albuquerque, New Mexico

17. LONG, Jerry T.
    Counselor
    Manzano High School
    Albuquerque, New Mexico

18. MIER, Marin
    Instructor
    Santa Fe High School
    Santa Fe, New Mexico

19. OLIVAS, Jacob
    Counselor
    Santa Fe High School
    Santa Fe, New Mexico

20. PERRY, Wanda
    Case Supervisor
    Chaves County Welfare Office
    Roswell, New Mexico

21. PHILLIPS, Roy
Counselor-Consultant
Central Office - Albuquerque Schools
Albuquerque, New Mexico

22. RADA, Ann
Counselor
Rio Grande High School
Albuquerque, New Mexico

23. RIVERS, Michael
Counselor
Rio Grande High School
Albuquerque, New Mexico

24. ROBINS, Sue
Caseworker
Bernalillo County Welfare Office
Albuquerque, New Mexico

25. SENA, Polo
Instructor
Santa Fe High School
Santa Fe, New Mexico

26. TENORIO, Tom
Counselor
Vaughn High School
Vaughn, New Mexico

27. TOLEDO, Manuel
Counselor
Bernalillo High School
Bernalillo, New Mexico

28. TOMLJANOVICH, Steven
Counselor
Crownpoint High School
Crownpoint, New Mexico

29. VIGIL, Ricardo M.
Counselor
Espanola High School
Espanola, New Mexico

30. WEAVER, Willie Ana
Counselor
Taos High School
Taos, New Mexico

TEAM FROM VOCATIONAL GUIDANCE INSTITUTE TOURS PUBLIC SERVICE COMPANY

Forty high school counselors from throughout the state participated in the fourth annual Vocational Guidance Institute at the University of New Mexico from July 21, through August 8, 1969.

Sponsored by the Human Resources Council in cooperation with UNM, the three week program provided the vocational guidance counselors with social awareness training and an opportunity of becoming more familiar with the employment possibilities for high school graduates in local business firms, industry and government agencies. Experience gained from the Institute is expected to help the educators in counseling students about the types of jobs available locally.

The second week of the Institute was devoted to visiting selected businesses and touring their facilities. It was during this time that a group of five counselors toured the Company's Data Processing Department, met with the Industrial Relations Division personnel, and toured Person Station and System Operations. During the Company tours, which were arranged by Cedric Bradford, Lighting Sales Representative, special emphasis was placed on letting the counselors talk to trainees and apprentices in order to get first hand information about the Company's training program.

Bilake Institute Chairman

Chet Bilake, Public Service Company's Personnel Director, was chairman of the Institutes' planning committee and much of the credit for this years' successful program belongs to Chet. The environment we live and work in today is becoming so complex and specialized that it's nearly impossible for one counselor to advise or help one student select his or her vocation. Help from teachers, parents and friends is needed but the help by the Institute to provide the counselors with a broader range of information is, so far, the best communication tool devised to solve the problem. So when your children tell you they talked with their counselor remember that the Institute, twenty firms and government agencies and Public Service Company helped make the counselor better qualified for the job.

TOUR GROUP, left to right: Cedric Bradford, PSC; Francis Adams, Rio Grande; Dave Yarber, PSC; Connie Webb, Hobbs; Jake Olivas, Santa Fe; Louis Buenabenta, Santa Domingo and John Garrison, Harrison, observed Barbara Batson, Key Punch Operator.

DAVE YARBER, Assistant Data Processing Supervisor, second from right, answers a tough question.

SYSTEM OPERATIONS was described by Clarence Fields, Power Plant Superintendent (back to camera.)

POWER PLANT OPERATION is explained by Plant Superintendent Walter Neel.

Tom Baca and Ricardo M. Vigil, both of Espanola, are among 35 persons enrolled in an institute of vocational guidance underway at the University of New Mexico.

Baca is a caseworker for the department of public welfare in Rio Arriba county, and Vigil is a high school counselor. The institute is planned to combat unemployability and school dropouts and encourage education among groups which experience difficulties in getting and keeping jobs.

NEW MEXICO...SALUDO!

A column of news prepared and distributed each week by the

HEALTH AND SOCIAL SERVICES DEPARTMENT

P.O. Box 2348, P.E.R.A. Building Santa Fe, New Mexico

Calla Hay, Informational Representative April 30, 1969

VOCATIONAL GUIDANCE
INSTITUTE SET AT UNM

Three hours graduate credit is offered for the Vocational Guidance Institute which will be held at the University of New Mexico July 21-August 8 under the joint sponsorship of the University, the Human Resources Council, and the Vocational Education Department.

Enrollment in the course is limited to 30 students with primary consideration given to secondary school counselors applying from geographic areas described as "deprived" within the state.

Social workers, including caseworkers, employment and vocational rehabilitation counselors are also eligible to apply for the course. Applications are being received by Kermit Stuve, State Office of Guidance and Counseling, Department of Education, Santa Fe.

B. B. Patten, Ed.D., director of the Institute, said the course is planned for persons who have direct relationships with that segment of the population which has difficulty in vocational development. Some administrators in the fields of management, personnel, ownership, business and industry will be involved as guest participants and staff for certain seminars and field trips which will be a part of the Institute.

"These are the policy people on which so much depends for programs," Dr. Patten commented.

Speaking in general of the course, he noted that it offers "one route to community development." Dr. Patten heads the community development division at the Health and Social Services Department. He further serves as adjunct professor in the behavorial science department of Highlands University.